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ABSTRACT

Noting that peer tutoring benefits tutors and tutees of all age and ability levels, this paper presents annotations of 32 items from the ERIC database on peer tutoring. Annotations in the paper are organized into four sections--overview, elementary students, middle school students, and special needs students. The paper includes annotations of ERIC documents and journal articles published between 1986 and 1992. (RS)

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Using Peer Tutoring with Elementary and Middle School Students

by Jerry Johns and Cindy L. Olsen

One of the many responsibilities of classroom teachers is to ensure understanding of subject matter. A teacher may choose to offer one-on-one help directly or request that students help one another. Peer tutoring is a setting in which two or more students work together in order to comprehend reading material or to complete tasks such as studying, reviewing concepts, or finishing homework. Peer tutoring benefits tutors and tutees of all age and ability levels, academically, socially, and behaviorally.

This Bibliography considers four areas related to peer tutoring: (1) overview, (2) elementary students, (3) middle school students, and (4) special needs students.

The citations are from the period 1986-1992 and are of two types: ERIC documents and journal articles.

Overview

AN: EJ437732
AU: Maheady, Larry; And Others
TI: Training and Implementation Requirements Associated with The Use of a Classwide Peer Tutoring System.
PY: 1991
JN: *Education and Treatment of Children*; v14 n3 p177-98 Aug 1991
AB: Describes the training of 8 elementary teachers in classwide peer tutoring (CWPT). Argues that positive academic and consumer satisfaction were the result of CWPT.

AN: ED332283
AU: Zsiray, Stephen W., Jr.; Peterson, Holly
TI: Developing a Peer Tutoring Program for Year-Round Education.
PY: 1990; Paper presented at the Annual Meeting of the National Middle School Association (Long Beach, CA, November 14-17, 1990).
AB: Describes an effective peer tutoring program used in both elementary and middle school programs in the Cache School District (North Logan, Utah).

AN: ED313656
TI: Paired Learning: Tutoring by Non-Teachers. Incorporating "The Paired Reading Bulletin" No. 5.
PY: 1989; Includes Proceedings of the Paired Reading Conference (4th, November 1988).
JN: *Paired Reading Bulletin*; n5 1989
AB: Contains eight papers constituting the Proceedings of the fourth National Paired Reading Conference published in an annual bulletin of the Paired Reading Project, together with seven papers constituting the Supplementary Proceedings of the Peer Tutoring Conference and nine feature articles.

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Elementary Students

AN: EJ449740
AU: Garcia-Vazquez, Enedina; Ehly, Stewart W.
TI: Peer Tutoring Effects on Students Who are Perceived as Not Socially Accepted.
PY: 1992
JN: *Psychology in the Schools*; v29 n3 p256-66 Jul 1992
AB: Describes a study of the effects of structured peer tutoring programs on social acceptance of students with third and fourth grade students. Findings suggest that, regardless of role (tutor or tutee), change in acceptance would occur over time.

AN: ED333360
AU: Perry, Marie J.
TI: The Effects of a Peer Tutoring Intervention Program on the Reading Levels of Underachieving Fifth Grade Students.
PY: 1991
AB: Describes a practicum that addressed the cognitive and affective needs of fifth grade students in a suburban school in southwest Florida. Results indicated that the tutored group made gains in reading levels, self esteem, and on daily English assignments.

AN: ED323497
AU: Cibula, June Clarke
TI: Implementing Strategies in Content Area Reading for Increasing Reading Comprehension of Fifth Grade Students.
PY: 1990
AB: Describes a practicum conducted to improve reading comprehension in classroom performance with the basal reading series and on norm-referenced tests. Results indicated that peer tutoring can increase the rate of completion of tasks and that the strategies implemented are effective in raising reading comprehension scores.

AN: EJ422452
AU: Fantuzzo, John W.; And Others
TI: An Evaluation of Reciprocal Peer Tutoring across Elementary School Settings.
PY: 1990
JN: *Journal of School Psychology*; v28 n4 p309-23 Win 1990
AB: Evaluates the effects of a reciprocal peer tutoring (RPT) intervention on arithmetic performance of 12 low-income, underachieving elementary school students. Results indicated that merely teaming students and providing them with positive attention for constructive team activities had no clear effect on arithmetic performance. RPT condition that involved peer-managed group contingencies did yield consistent increases in accurate arithmetic performance.

AN: EJ413983
AU: Oxley, Liz; Topping, Keith
TI: Peer-tutored Cued Spelling with Seven- to Nine-year Olds.
PY: 1990
JN: *British Educational Research Journal*; v16 n1 p63-78 1990
AB: Concludes that cued spelling is a technique that children can successfully use in a peer-tutored format after relatively brief training using a minimum of special materials.

AN: ED326314
AU: Winder, Linda; And Others
TI: The Relationship between Peer Tutoring and Disruptive Behavior of Second Grade Students.
PY: 1990; Paper presented at the Joint Annual Conference of the Rocky Mountain Educational Research Association and the Arizona Educational Research Association (Temple, AZ, November 9, 1990).
AB: Describes a study on the effects of peer tutoring vs. direct instruction on disruptive behavior during a 16 week treatment period in a second grade classroom. Results indicate that fewer disruptive behavior patterns occurred in the peer tutoring group than the direct instruction group.

AN: EJ397177
AU: Atherley, C. A.
TI: Shared Reading: An Experiment in Peer Tutoring in the Primary Classroom.
PY: 1989
JN: *Educational Studies*; v15 n2 p145-53
AB: Describes a 12-week peer tutoring reading program for primary students. Concludes that peer tutoring is an under-utilized but valuable teaching strategy.

AN: EJ387666
AU: DePaulo, Bella M.; And Others
TI: Age Differences in Reactions to Help in a Peer Tutoring Context.
PY: 1989
JN: *Child Development*; v60 n2 p423-39 Apr 1989
AB: Describes a study of 103 dyads of second, fourth, sixth-graders in a peer tutoring context. Results indicated that threatening conditions were those in which tutors and tutees were similar in age and achievement levels.

AN: EJ399801
AU: Greenwood, Charles R.; And Others
TI: Longitudinal Effects of Classwide Peer Tutoring.
PY: 1989
JN: *Journal of Educational Psychology*; v81 n3 p371-83 Sep 1989
AB: Results of this longitudinal study indicate that peer tutoring was more effective in increasing academic engagement of low-SES students than teacher instruction.

AN: ED302837
AU: McAllister, Elizabeth A.
TI: A Study of Peer Tutors Using the Neurological Impress Method.
PY: 1989; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Savannah, GA, February 23, 1989).
AB: Describes a study of the effectiveness of using the Neurological Impress Method in peer tutoring during reading instruction. Results indicated that each fourth-grade student showed reading improvement of at least one-half year in the 12 week session. The highest gain was 3 years in oral word recognition and 2 years in oral comprehension and silent reading.

AN: ED296413
AU: Cotton, Kathleen
TI: Peer Tutoring: Lake Washington High School, Benjamin Rush Elementary School. Effective Practices in Place: Snapshot No. 5. School Improvement Research Series II.
PY: 1988
AB: Describes two tutoring programs, one at the elementary and secondary, which are part of the School Improvement Research Series.

AN: EJ373065
AU: Pillen, Bart L.; And Others
TI: The Effects of Gender on the Transition of Transfer Students into a New School.
JN: *Psychology in the Schools*; v25 n2 p187-94 Apr 1988
PY: 1988
AB: Concludes that tutored girls increased positive self-perceptions as a result of the program, whereas boys declined, but exhibited gains in reading scores. Suggests that prevention efforts should consider adaption needs of transfer students by gender.

AN: EJ354035
AU: Greenfield, Susan D.; McNeil, Mary E.
TI: The Effects of an Intensive Tutor Training Component in a Peer Tutoring Program.
PY: 1987
JN: *Pointer*; v31 n2 p31-36 Win 1987
AB: Describes an intensive 10-day peer tutor training component that is the key successful element of a program for 21 low-achieving second graders. Results suggest that the program's effectiveness is in increasing the speed and accuracy of responses on written speed tests of addition facts.

Middle School Students

AN: ED347416
AU: Myrick, Robert D.; Sorenson, Don L.
TI: Helping Skills for Middle School Students.
PY: 1992
AB: Presents a developmental model for peer helping which places less emphasis on students in crises and more emphasis on helping them in advance of serious problems.
AV: Educational Media Corporation, P.O. Box 21311, Minneapolis, MN 55421 ($7.95).

AN: ED338989
AU: Mitchell, Stephanie
TI: Portland Peers Project. 1989-91 Final Evaluation Report.
PY: 1991
AB: Describes a program designed to reduce substance abuse among students by establishing a comprehensive peer program in the middle schools. Concludes that the program demonstrated beyond question that the peer helper model offers a unique approach to alcohol and drug prevention in the middle schools and has implications for curriculum and student services in general.

AN: EJ438382
AU: Swineford, Lois A.; Holtan, Boyd D.
TI: Implementing Eclectic Strategies.
PY: 1991
JN: *School and Science and Mathematics*; v91 n7 p311-13 Nov 1991
AB: The activities of a teacher who developed and piloted an eclectic model (peer tutoring, cooperative learning, and mastery learning) in an eighth grade mathematics classroom are described.

AN: ED322256
AU: Harrington, Diane; Schine, Joan
TI: Connections: Service Learning in the Middle Grades. A Survey Conducted by the Early Adolescent Helper Program.
PY: 1989
AB: Describes a survey exploring school-based, community service programs involving early adolescents.

AN: EJ372701
AU: Pickens, Judith; McNaughton Stuart
TI: Peer Tutoring of Comprehension Strategies.
PY: 1988
JN: *Educational Psychology: An International Journal of Experimental Educational Psychology*; v8 n1-2 p67-80 Mar-Jun 1988
AB: Discusses a study in which four low-achieving 12-year-old readers were trained to tutor similar age low-achieving readers in reading comprehension strategies. States that both tutors and tutees learned to use the strategies effectively and that both groups made substantial gains in comprehension.

AN: EJ384491
AU: Shelley, Jandira
TI: "Palisades": An 8th Grade Language Arts Project.
PY: 1987
JN: *Hands On*; n30 p12-19 Fall 1987
AB: Describes a magazine project developed by students in seventh and eighth grade language arts classes.

AN: ED290143
AU: Land, Warren; And Others
TI: Effects of Peer Tutoring in Middle School English Classes.
PY: 1987
AB: Describes a study on the effects of peer tutoring on tutors and tutees in middle school English classes. Results indicate that the peer tutoring process improves grades assigned by teachers to the tutees, but not the tutors.

AN: ED269742
AU: Hansen, Georgene
TI: Cooperative vs. Individual Learning Effects on Vocabulary Retention.
PY: 1986
AB: Describes a study investigating the merits of individual vs. cooperative methods of vocabulary retention in seventh grade. Results indicate that peer tutoring yielded larger gains in vocabulary retention than individual learning.

Special Needs Students

AN: EJ425681
AU: Beirne-Smith, Mary
TI: Peer Tutoring in Arithmetic for Children with Learning Disabilities.
PY: 1991
JN: *Exceptional Children*; v57 n4 p330-37 Feb 1991
AB: Twenty primary-aged students with learning disabilities were tutored by nondisabled students in grades 3-6. There were no significant differences between two tutoring procedures: a counting-on approach and a rote-memorization approach.

AN: ED331631
AU: Bowers, Deloris
TI: Using Peer Tutoring as a Form of Individualized Instruction for the At Risk Students in a Regular Classroom.
PY: 1991
AB: Describes a practicum report of a primary teacher's use of peer tutoring as a form of individualized instruction for four, 2nd- and four 3rd-grade at risk regular classroom students. Posttests indicated a score of between 95 and 100 percent.

AN: EJ428648
AU: Flanigan, Beverly-Olson
TI: Peer Tutoring and Second Language Acquisition in the Elementary School.
PY: 1991
JN: *Applied Linguistics*; v12 n2 p141-58 Jun 1991
AB: Analysis of "tutor talk" occurring between native or proficient nonnative speakers of English and limited- or non-English-speaking elementary students found that, although tutors used little sentence-level simplification, they made extensive use of conversational and tutorial strategies similar to those used by native and nonnative adults.

AN: EJ431377
AU: Greenwood, Charles R.
TI: Classwide Peer Tutoring: Longitudinal Effects on the Reading, Language, and Mathematics Achievement of At-Risk Students.
PY: 1991
JN: *Journal of Reading, Writing, and Language Disabilities International*; v7 n2 p105-23 Apr-Jun 1991
AB: Describes how classwide peer tutoring (CWPT) is used to orchestrate classroom processes related to gains in at-risk students' academic performance.

AN: EJ428570
AU: Franca, Vany Martins; And Others
TI: Peer Tutoring among Behaviorally Disordered Students: Academic and Social Benefits to Tutor and Tutee.
PY: 1990
JN: *Education and Treatment of Children*; v13 n2 p109-28 May 1990
AB: Describes a study investigating the effects of a same-age tutoring procedure on academic and social behavior of eight behaviorally disordered middle school tutors and tutees. Results indicated that increased scores on tutors' and tutees' math worksheets, improved attitudes toward math for both groups, and significantly improved social interactions between tutors and tutees.

AN: EJ400662
AU: Britz, M. W.; And Others
TI: The Effects of Peer Tutoring on Mathematics Performance: A Recent Review.
PY: 1989
JN: *B. C. Journal of Special Education*; v13 n1 p17-33 1989
AB: Examines findings from studies published from 1980 to the present concerning the effects of peer tutoring on mathematics performance. Concludes that peer tutoring is effective in promoting significant cognitive gains for both the tutor and tutee with populations of low achievers, mildly handicapped, or socially disadvantaged children.

AN: EJ364944
AU: August, Diane L.
TI: Effects of Peer Tutoring on the Second Language Acquisition of Mexican American Children in Elementary.
PY: 1987
JN: *TESOL Quarterly*; v21 n4 p717-36 Dec 1987
AB: Describes two classroom studies regarding the effects of peer tutoring intervention on the second language (English) acquisition of Mexican-American elementary school children. Results indicate that peer tutoring may be effective in encouraging interaction between native and non-native speakers.

AN: ED270730
AU: Mooney, Christine
TI: The Effects of Peer Tutoring on Student Achievement.
PY: 1986
AB: Describes a study on the effects of peer tutoring on the achievement of fourth grade remedial readers. Results indicate that peer tutoring is an effective strategy for improving achievement of remedial readers.